

Protecting what's important

Students analyze a picture and identify characters that are protecting something.

Learning goals

Big idea

It's important that we protect ourselves, our belongings, and our money.

Essential questions

- What are ways you can protect yourself?
- What are ways you can protect your things and money?

Objectives

- Explore ways people protect themselves, things, and money
- Identify examples of people protecting themselves, things, and money

What students will do



- Share ideas of ways to protect themselves, things, and money.
- Identify characters in a picture who are protecting something.

NOTE

Please remember to consider your students' accommodations and special needs to ensure that all students are able to participate in a meaningful way.

KEY INFORMATION

Building block:

-  Executive function
-  Financial knowledge and decision-making skills

Grade level: Elementary school (K-1)

Age range: 5-7

Topic: Protect (Managing risk)

School subject: Fine arts and performing arts, Social studies or history

Teaching strategy: Direct instruction

Bloom's Taxonomy level: Understand, Analyze

Activity duration: 15-20 minutes

STANDARDS

Council for Economic Education
Standard VI. Protecting and insuring

Jump\$tart Coalition
Risk management and insurance -
Standards 1, 2, and 3

Preparing for this activity

- ☐ Print copies of all student materials for each student, or prepare for students to access them electronically.
- ☐ If you want students to color the worksheet, print copies for each student and obtain crayons, markers, or colored pencils for them to use.

What you'll need

THIS TEACHER GUIDE

- Protecting what's important (guide)
[cfpb_building_block_activities_protecting-whats-important_guide.pdf](#)

STUDENT MATERIALS

- Protecting what's important (worksheet)
[cfpb_building_block_activities_protecting-whats-important_worksheet.pdf](#)
- Crayons, markers, or colored pencils (optional)

Exploring key financial concepts

A risk is something that exposes us to danger, harm, or loss. We face risks every day. But there are ways we can protect ourselves from risks. Wearing a helmet when biking, going to the doctor for checkups, locking doors at home, and keeping money in a wallet or purse are some things people do to protect themselves, things, and money.

TIP

Because practices related to protecting people, property, and money change, students should be encouraged to always look for the most up-to-date information.

Teaching this activity

Whole-class introduction

- Ask students to share some ways that they protect themselves physically.
 - Examples: Wearing a bike helmet when biking, washing hands to keep germs away
- Ask students to share some ways they protect their property.
 - Examples: Putting things away, locking the door at home

- Ask students to share some ways they protect their money.
 - Examples: Putting it in a wallet or purse, keeping it in a piggy bank
- Be sure students understand key vocabulary:
 - **Protect:** To make sure that somebody or something isn't harmed, injured, damaged, or lost.
 - **Risk:** Exposure to danger, harm, or loss.

TIP

Visit CFPB's financial education glossary at consumerfinance.gov/financial-education-glossary/.

Individual work

- Give the "Protecting what's important" worksheet to each student.
- Tell students to look over the picture on the worksheet and think about what was discussed about how people protect themselves, things, and money.
- On the second page, ask students to check the boxes next to the pictures that show Money Monsters who are protecting something.

Wrap-up

- Have students share which pictures they checked and have them explain their choices.
- Ask students to share what they think the Money Monsters are protecting.
- If there's time and you've printed the worksheet for the students, let them color the picture.

Suggested next steps

Consider searching for other [CFPB activities](#) that address the topic of protection, including managing risk. Suggested activities include "[Exploring ways to protect what's important to us](#)" and "[Bouncing ball protection game](#)."

Measuring student learning

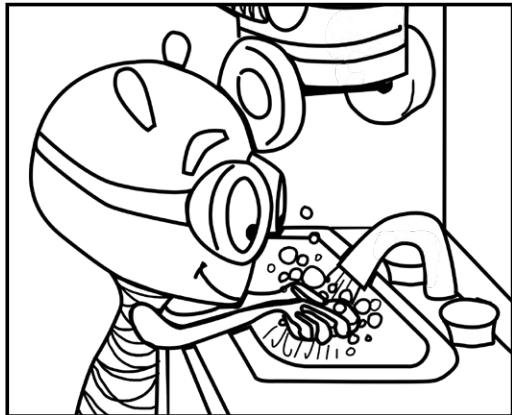
Students' worksheets and their responses during discussion can give you a sense of their understanding.

This answer guide provides possible answers for the "Protecting what's important" worksheet. **Keep in mind that students' answers may vary, as there may not be only one right answer.** The important thing is for students to have reasonable justification for their answers.

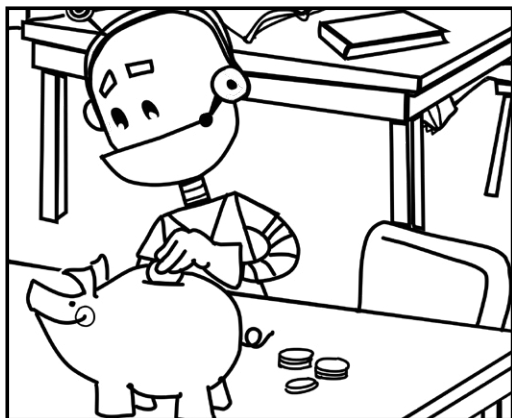
Answer guide

The pictures showing Money Monsters protecting something are:

- **A Money Monster protecting himself**



- **A Money Monster protecting money**



- **Money Monsters protecting things**

